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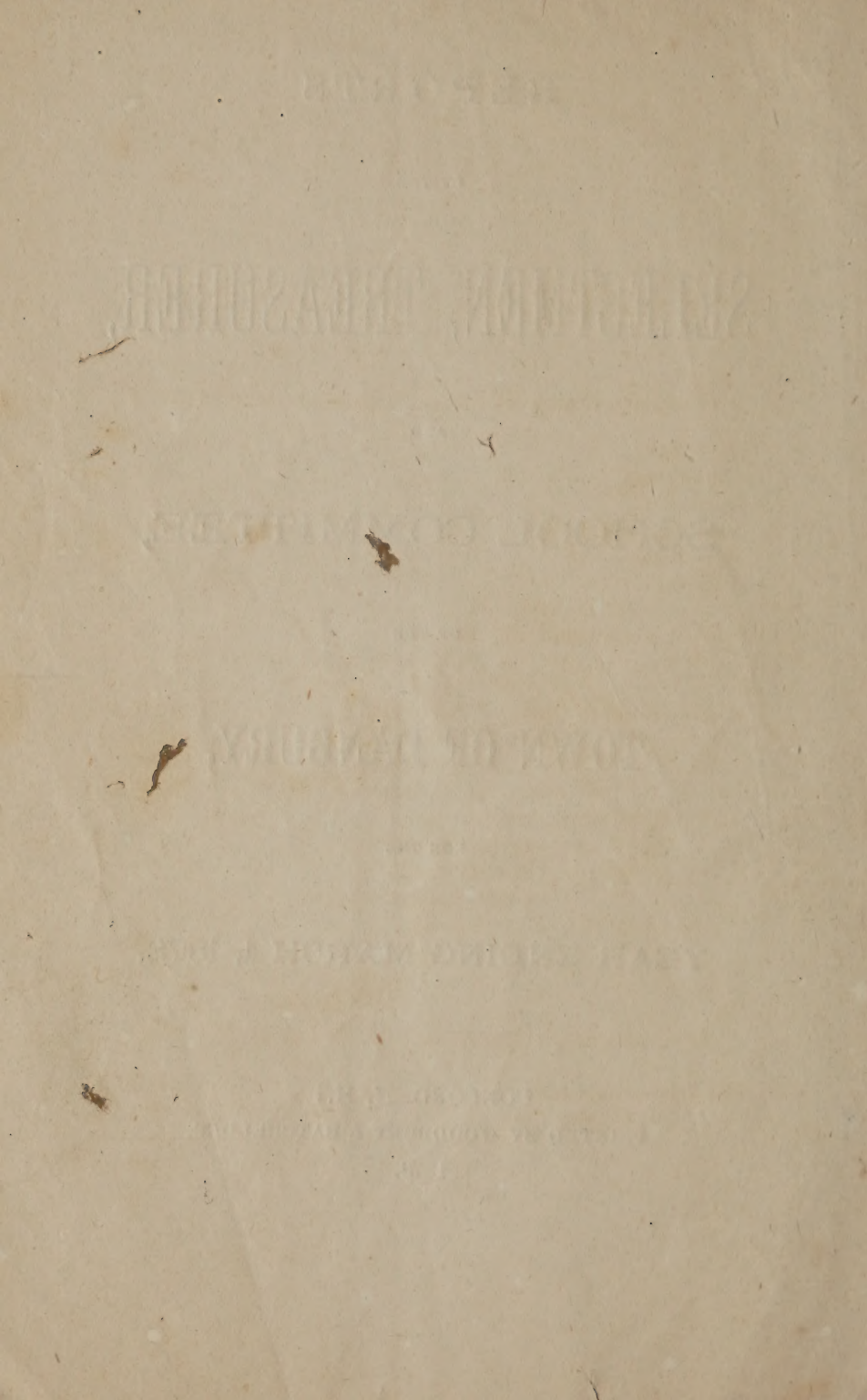
REPORTS
OF THE
SELECTMEN, TREASURER,
AND
SCHOOL COMMITTEE,
OF THE
TOWN OF DANBURY,
FOR THE
YEAR ENDING MARCH 1, 1878.

CONCORD, N. H.:
PRINTED BY WOODBURY & BATCHELDER.
1878.



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SELECTMEN'S REPORT.

Selectmen charge themselves with assessments of 1877 :

State tax,	\$740 00
County tax,	702 63
Town tax,	2000 00
Swellage tax,	204 95
School tax,	647 50
Dog tax,	71 00
Non-resident highway tax,	30 57
School house tax, Dist. No. 4,	75 00
“ “ No. 6,	50 00
“ “ No. 10,	12 00
Money hired of Nancy Pillsbury,	1081 88
“ Mary Knowlton,	214 05
“ J. T. G. Eastman,	691 20
“ Clara A. Knowlton,	99 29
Received of State, railroad tax,	237 15
“ savings bank tax,	475 13
“ literary fund,	73 53
“ county pauper claims,	446 02
Received for use of town hall,	4 00
	<hr/> \$7855 90

Selectmen credit themselves with Orders to Collector

To Pay—State tax,	\$740 00
County tax,	602 63
	<hr/> \$1442 63

To Pay—School tax, Dist. No. 1,	\$76 08
“ “ 2,	31 15
“ “ 3,	13 87
“ “ 4,	81 07
“ “ 5,	56 96
“ “ 6,	147 54
“ “ 7,	75 65
“ “ 8,	69 84
“ “ 9,	57 94
“ “ 10,	29 13
“ “ 1, in Grafton,	8 26
	<hr/>
	\$647 50

Orders to Collector, to School House Taxes, to Treasurer,	
District No. 4,	\$75 00
“ 6,	50 00
“ 10,	12 00
Orders to Collector to pay swellage tax to treasurer,	204 95
“ “ “ dog tax, “	71 00
“ “ “ town tax, “	2000 00
“ “ “ non-resident highway tax,	30 57
Money paid Treasurer as per order duly recorded,	3222 25
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	\$7855 90

JOHN H. EMMONS, } *Selectmen*
 CYRUS B. JONES, } *of*
 JOHN TUCKER, } *Danbury.*

TREASURER'S REPORT.

Receipts.

Cash in Treasury, March 1, 1877,	\$733 11
Received of—Selectmen,	3318 25
Collector for 1876,	79 90
Collector for 1877,	1782 00
Collector for dog tax,	68 00
Parsonage fund interest,	25 89
Literary fund interest,	2 34
Use town hall,	4 00
Cemetery committee, lot sold R. Ford,	5 00
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	\$6018 49

Disbursements.

In answer to Orders from Selectmen.

Paid—Literary fund for 1877,	\$53 52
Parsonage fund for 1877,	25 89
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	\$79 41
Paid—School house tax in Dist. No. 4,	\$75 00
“ “ “ 6,	50 00
“ “ “ 10,	12 00
	<hr/>
	\$216 41

County Paupers.

Paid for support of—Thomas Field,	\$91 00
Jane D. Peters,	127 50
Ezra Gould,	55 14

Paid for support of—Hannah Russell,	\$120 88
Aphia A. Haynes,	3 00
C. P. Getchell,	4 00
Transient persons,	63 65
Paid for medical aid for Mrs. S. Sleeper,	9 00
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	\$474 17

Town Paupers.

Paid for support of—William B. Lovering,	\$42 24
Abbie L. Danforth,	3 50
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	\$45 74

Highway Expenses.

Paid—Building Ford bridge,	\$67 84
Building Barney bridge,	12 35
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	\$80 19
Paid—Building roads last spring,	\$18.79
Repairing highways and bridges,	90 36
Bridge plank and lumber,	127 26
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	\$236 41

Abatements.

Paid abatements for 1876,	\$16 06
“ 1877,	4 97
Iddo S. Brown, over-assessment,	69
Non-resident highway taxes worked,	2 60
For public watering places,	9 00
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	\$33 32

Miscellaneous Items.

Paid B. W. Sanborn, for books, stationery, &c.,	\$4 30
C. O. Barney, printing report for 1877,	13 00
John M. Shirley, taking affidavits,	6 75
Fred M. Brown, damage by detention,	13 00
W. F. Gale, damage to wagon,	3 49

Paid J. B. N. Gould, for certificates of births,	\$0 75
Clark B. Woodward, damage to horse and carriage,	110 00
Wood for town hall,	2 50
J. C. Webster, for affidavits in Haynes' case,	1 50
John H. Emmons, to court to adjust pauper claims,	3 00
John H. Emmons, bounty on 23 foxes,	11 50
John H. Emmons, bounty on 12 hawks,	2 40
John H. Emmons, for stamps, stationery, &c.,	3 00
William T. Norris, counsel fees,	32 00
Robert Ford, for labor on cemetery,	5 00
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	\$212 19

Current Expenses.

Paid Auditors for 1876,	\$4 50
J. C. Webster, Town Treasurer,	25 00
John H. Emmons, Overseer of Poor for 1877,	8 00
James H. Currier, Town Clerk,	12 00
John H. Emmons, Selectman,	68 00
Cyrus B. Jones, “	45 00
John Tucker, “	53 00
William T. Norris, School Committee,	30 00
H. C. Norris, Collector for 1877, in part,	60 00
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	\$305 50

Old Claims.

Paid John C. Pillsbury, note and interest,	\$98 69
Mrs. Mary Knowlton, “	214 05
J. T. G. Eastman, (2) “	416 20
Miss H. L. Walker, “	316 11
Miss Lorana G. Heath, “	12 26
James A. Knowlton, “	99 20
Joseph Dow, “	216 20
Mrs. Nancy Pillsbury, on note,	1000 00
Mrs. Nancy Pillsbury, note and interest,	1081 88
Mrs. F. H. Clark, “	390 40
Mrs. Maria M. Bailey, school money for 1876,	14 25

Paid Mrs. Maria M. Bailey, dog fund for 1876,	\$3 80
Mrs. Maria M. Bailey, literary fund for 1876,	8 20
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	\$3871 33

New Claim.

Paid J. T. G. Eastman, on note,	\$100 00
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Recapitulation.

Whole amount received,	\$6018 49
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Disbursements.

Paid Damage to sheep by dogs,	\$37 00
Literary and parsonage funds,	79 41
School-house taxes,	137 00
County paupers,	474 17
Town paupers,	45 74
Highway expenses,	316 60
Abatements,	33 32
Miscellaneous items,	212 19
Current expenses,	305 50
Old claims,	3871 33
New claim,	100 00
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	\$5612 26
Cash in treasury,	406 23
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	\$6018 49

Outstanding Debts.

Due J. T. G. Eastman,	\$626 32
Mrs. Emilie Connell,	298 28
Mrs. Mary O. Frazier,	1499 64
Nancy Pillsbury estate,	2311 09
Miss Lydia Currier,	444 74
Mary Knowlton,	225 60
Miss Joanna Brown,	332 08
Mrs. L. M. Currier,	199 37
Moses Frazier,	387 56
Miss Cora I. Sargent,	28 24

Due Miss Clara A. Knowlton,	\$101 12
W. E. Haskins,	47 53
Weld Connell,	58 71
Mary A. Roby estate,	108 96
Literary fund,	24 14
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	\$6693 38

Outstanding Credits.

Due from Collector for 1877,	\$601 88
Cash in treasury,	406 23
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	\$1008 11

Whole amount of debts outstanding,	\$6693 38
Deducting credits,	1008 11
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Whole amount of indebtedness of the Town above available assets,	\$5685 27
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Reduced the indebtedness of the Town,	\$1661 89
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JOHN C. WEBSTER, *Treasurer.*

We hereby certify that we have examined the foregoing accounts of the Selectmen and Treasurer, to us made, and we find the same correctly cast and well vouched.

M. L. TAYLOR,
JAMES S. KNOWLTON, } *Auditors.*
GEORGE W. DEAN,

March 1, 1878.

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

Measured by any standard they ought to be tried by or we satisfied with, many of our schools were failures. Tested by the rule of what we have a right to demand from the means used, the most of them were fairly successful. Good teachers for the most part have the faculty of making their work acceptable to those immediately concerned. Poorer ones are often able to do the same thing. Giving satisfaction to employers is in itself a good deal of a virtue. And as special reports are sometimes thought to be invidious, each one of our teachers is best left to stand on the local merit thus awarded, with no word here of praise or blame to aid in making or marring good reputations.

Our schools lack a good deal of being up to the times. One great fault of them, they try to do too much. Scientists go for points one at a time. Educators should profit by their example. As in farming too much land is run over, so in schooling, too many branches are all mixed up together. Study thus becomes careless and teaching superficial. Sciolism instead of science is the product. What we do we want to do well. And one thing at a time is a good rule. Being perfect in a few things is on the way to becoming ruler over many things.

Grammar comes first in order. Our statute calls it reading. But reading is grammar. And so is spelling. Language is the common carrier of thoughts. With its twenty-

six little fellows here as express messengers on one line, and about forty of them on another, and all the time running on short help, and thus forced to aid each other in ten thousand varied combinations. It is more than carrier. It takes part in fitting its freight for market. Out of the rude material of sensations it aids in coining the beautiful ideals, and then takes forward on 'Change its certificates of deposits more precious than silver or gold. And grammar is the science of language. It is the chief study of our schools. It is the air of the school room—the life of science. It has no business to be talked about as a separate study. Well enough begun in the spellers, it ought to be continued in the readers. Each reading lesson should be headed by some definition of the parts of speech, beginning with the noun, with all words in the lesson belonging to the class defined printed in italics to mark their etymology. In this way all the classes of words may be gone through with and made familiar. In the higher readers rules of syntax should be introduced, with some kind of notation indicating relations of words and constructions. Without a knowledge of the grammatical relation of words, reading is mere vain repetition. Studying the reading lesson is hardly thought of in some of our schools. But no recitation in reading in the higher classes should be attempted, till after every letter and syllable and word and sentence has been carefully studied by every member of the class; and no such recitation deemed complete till supplemented by a painstaking examination of the whole class upon the power of letters, the classification of words, and the formation of sentences from members, clauses, and phrases, illustrated by the use of examples taken at random from the lesson.

Not half time enough in our schools is devoted to reading. But few of us consider the perplexities of a little head learning to read. Signs for the eye are first to be mastered,

taken upon the visual angle and optic nerves, and imaged on the brain. Equivalent models of sounds for the ear are next to be framed in the mind, and the vocal organs put in motion to produce them, with all the auditory nerves on guard against any slips of the tongue. Here is head work enough to puzzle a full sized brain. But 'tis but a tithe of the little fellow's trouble. He has learned to talk at home by rote, and mostly learned wrong. Words current in the nursery he finds outlawed by good usage abroad. He learns to read by rote, by constant repetition of a set of arbitrary sounds suggested by a set of arbitrary signs. He is then sent back to learn to read by rule—to begin to learn the *use* of the signs and sounds he has been using.

What wonder we have so few good readers. Even the best teacher can't do everything. He can't work miracles. He can't make brains, change tempers, inspire genius, or cast out devils. He may be apt to teach, but aptness to learn he can't impart. Even the best teaching, we are told, depended for results, like seed sowing, on the fertility of the brain soil where it fell. Mothers are our first teachers. Who looks after their qualifications? Here is the first office in government filled without care, and administered without supervision? We talk about reading and writing as qualifications for voting, but let fools marry ignoramuses *ad libitum* to multiply other fools and ignoramuses *ad infinitum*. No marriage certificates should be issued but upon the conditions of good reading by both the intended. No one is fit for a mother who is not a good grammarian. No matter if she can't extract a cube root, complete a square, or transpose an equation. What if she makes a slip now and then in reckoning up the cost of laces and ruffles? She has plenty of pin-money. She don't use mathematics often, and her husband can pocket her little miscomputations. But her false syntax tells on the

rising generation. And bad habits of speech from the nursery are worse than the seven year itch in a family. In theory of law teachers stand *in locum parentium*. How many fathers and mothers among us would like to have the teacher of their children use and teach their grammar?

We need to bring grammar right home. Here our children learn to lisp our vocal sounds and combinations. How cruel to start the little fellows out in the wrong direction. Parts of speech should be household words. Rules of syntax ought to be put in rhyme and set to juvenile music, and mutual criticism made a kind of family devotion. We want the sounds of the vowels done after the fashion of Mother Goose's Melodies. Conjugating the verbs marks a higher civilization than repeating the catechism. Accent, emphasis, inflections, the stops and marks are all "malt" that might be put into a "house that Jack built." Give us the coming book for the nursery. It will be better than all other text books.

Men and women talk just as naturally as the birds sing. Vocal organs in both instances are a gift; their use in one case is an impulse, in the other a habit. Birds sing by instinct. Men and women talk by science drawn from experiment. And science by this time ought to be up with instinct. We ought to be even with the birds. And what sweeter music than well intoned sensible talking. But what a tribe of barbarians we are, with not one in ten who knows how to use his mother tongue. We need penal statutes against breaking the laws of speech. Slang does more mischief than profanity ten times over. An illiterate preacher is worse than a tramp. Retailing bad grammar from the pulpit or rostrum is worse than rum-selling. And if any man claims a call to preach or a license to practice law or medicine before mastering the rudiments even of his native tongue, be sure there has been some "eight to seven" hocus-focusing about his commission.

If our scholars all take my advice and get to be good readers after my fashion, they may then skip spelling and grammar proper and limited without violation of statute, and the next report may take up arithmetic, the next branch in order by statute, and talk about the ten little Arabs of the decimal notation, their rings and clubs in the multiplication table, their masks and disguises in the reductions, their dissections and broken heads in the fractions, and all their twistings and contortions in ciphering through ratios, proportions, percentage, involution, evolution, permutation, and the progressions.

W. T. NORRIS,
Superintending Committee.

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